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ABSTRACT

The materials in this teaching guide represent the third quarter of a community college program designed to teach paraprofessionals how to tutor in an adult literacy program. Techniques for teaching reading and English as a second language are included. Lesson plans for five classes cover the informal reading inventory, review and practice in the use of the reading inventory, review of techniques for teaching reading skills, writing objectives for learning packets, and developing learning packets. Topics for learning packets in the areas of adult survival literacy are occupational needs, health and safety needs, government and law, community resources, and consumer economics. A sample learning packet on foods and nutrition contains instructions to the tutor on how to use picture and word flashcards, pronunciation aids, and dialog suggestions. (MKM)

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Course Outline

Workshop III: Paraprofessional Training

Conducted Through Aims Community College
Greeley, Colorado
Spring Quarter, 1976

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CS002732

CLASS # 1

INFORMAL READING INVENTORY

OBJECTIVES:

1. Students should be able to give reasons why the IRI is a valuable tool for adults who enter ABE classes.

2. Students should be able to administer the IRI with other students in a role-playing situation, recording common errors using the IRI standardized symbols for errors.

3. Students should be able to give at least 3 ways to follow up testing procedures after knowing student level or approximate level of reading.

4. Students should be able to give 2 resources for Reading Diagnosticians in their learning centers for referral purposes.

5. Students should have two sets of the IRI on cards covered with protective material and should have answer sheets for their ABE students.

MATERIALS:

IRI Cards
Answer Sheets
Hand-out on Reading Error Symbols*

ACTIVITIES:

Role-playing a Testing Situation

*See Course Outline, Workshop I, Paraprofessional Training

CLASS # 2

READING INVENTORY REVIEW AND PRACTICE

OBJECTIVES:

1. Students should be able to give the IRI to other students for practice.

2. Students should be able to name the common errors made in reading by beginning readers and ABE students, and to give the symbols used to record the errors on the IRI.

3. Students should be able to name levels of comprehension and to give suggestions for possible lessons on a one-to-one basis following the test.

4. Students should be able to define the "220 Dolch Vocabulary" and to give examples, and should make a set of flash cards using the Dolch vocabulary. Follow same procedure for Wilson Essential Vocabulary List.*

MATERIALS:

Hand-out on 220 Vocabulary Words
Reading Errors Symbols
IRI Scores

ACTIVITIES:

Making the Flash Cards
Role-playing with the IRI

*See Course Outline, Workshop II, Paraprofessional Training

CLASS # 3

TECHNIQUES FOR TEACHING READING REVIEW

OBJECTIVES:

1. Students should be able to define a. sight vocabulary
   b. experience story
   c. phonic approach

2. Students should be able to use the experience story approach in a role-playing situation with other members of the class.

3. Students should be able to identify the steps in taking phonics to the teaching situation for ABE students.

4. Students should be able to identify the steps in teaching with sight vocabulary as recommended by Literacy Volunteers Slide presentation.

MATERIALS:

hand outs on teaching reading

ACTIVITIES:

role-playing and practice for the above methods

CLASS # 4

WRITING OBJECTIVES FOR LEARNING PACKETS

OBJECTIVES:

1. Students should be able to list atleast 4 reasons why behavioral objectives are helpful in writing packets.

2. Students should be able to define "behavioral objective".

3. Students should be able to list the 3 main idea questions that are answered with good objectives. (who?, by when?, what?)

4. Students should be able to write atleast 2 examples of objectives.

5. Students should choose a unit title and packet title for their learning packets.

6. Students should have first packet identified and recorded so that work can begin on the first unit.

MATERIALS:

learning packet samples

ACTIVITIES:
choose a unit and a packet objective
objective writing

Objective.

Students will compile a file of teaching materials in each of the areas of:

1. Occupational needs
2. Health and safety needs
3. Government and law
4. Community resources
5. Consumer economics
6. Miscellaneous high interest selections.

Procedure(s):

Commercially-available materials were used as a source. Students were provided with examples of appropriate materials. Individual units were compiled by students including:

1. Pupil materials
2. Tutor's guide materials
3. Skills lessons
4. A designation of the readability level of the material as determined by the publisher's identification of the level or through application of the Fry graph.
5. Identification of the topic covered in the pupil selection
6. Identification of the specific skills covered in the pupil materials.

Student Participation:

Implied in "Procedures" above.

CLASS # 5

WRITING LEARNING PACKETS

OBJECTIVES:

1. Students will use common visual aids or supplemental materials for their particular packets from magazine and newspaper articles.

2. Students will write the first objective for packet #1 in each series.

3. Students should have an idea for how the series will follow after the first packet and will list possible packet titles.

MATERIALS:

Magazines and Reference Materials

ACTIVITIES:

Work on Packets Individually

SAMPLE LEARNING PACKET

FOODS AND NUTRITION

UNIT I: NAMES OF FOODS, UTENSILS, MEALS

PACKET #1

FOODS AND NUTRITION

NAMES OF FOODS, COOKING UTENSILS,
and MEALS

PACKET #1
INTRODUCTION SHEET

PURPOSE	The purpose of this packet is to provide tutors with methods and materials for teaching homebound students the names of foods, cooking utensils, and meals.
STUDENT	beginning level English student (0-4 level) Spanish speaking reader or non-reader
SKILL	Students should be able to name foods, utensils, and meals that are introduced in this packet.
TIME	Three sessions of approximately 50 minutes each
MATERIALS	Enclosed food pictures Enclosed flash cards Enclosed exercises
ACTIVITY	optional-grocery shopping

FOODS and NUTRITION

PACKET # 1

SECTION 1

MEALS
PACKET #1
SECTION #1

Using the enclosed food pictures, tutors should direct students in the following tasks:

IDENTIFY each meal first in Spanish, then

LISTEN while tutor pronounces the English names.

REPEAT each meal name until pronunciation is correct.

LAY meal pictures on the table.

NAME each meal, pointing to the corresponding picture.

For reading practice:

LISTEN as the tutor reads flash cards naming each meal

PLACE the meal card name under its picture, then

READ the meal names.

Discussion: (optional)

¿Qué tiene para desayuño?, almuerzo?, cena?
What do you have for breakfast?, lunch?, dinner?

PRONUNCIATION HELPS FOR TUTORS

Some difficult sounds for spanish speakers

1. ch as in lunch

- Students may have a tendency to pronounce this word as "lunsh" or "lunshe."
- In order to deal with this problem, tutors can train students to hear the correct sounds and to reproduce the correct sounds by showing a similarity in language.
  For example: In spanish, the same ch sound is found in "muchacho", chico."

2. b as in breakfast p as in supper

- In English b is explosive. In Spanish b is a soft v.
- Students may be saying "vreckfast."
- In English p is explosive. In Spanish p is soft.
- Students may not hear the double p sound.
- Concentrate on students production of the p and b.
  Hold your hand in front of your mouth and say "breakfast" - "supper." Feel the air? In Spanish, sounds are much softer - you cannot feel the air.

FOODS and NUTRITION

PACKET # 1

SECTION 3

PACKET #1
SECTION 3
UTENSILS

Tutors should direct students in completion of the following tasks:

IDENTIFY each picture of utensils first in Spanish, then

LISTEN as tutor says each name and

REPEAT each name in English several times

PR'CTICE each utensil name

IDENTIFY each picture in English without tutor's help.

FOR RE'DING PR'CTICE:

LISTEN as tutor reads corresponding flash cards

IDENTIFY the utensil names in Spanish and English, then

READ each card, and

PLACE them under the corresponding picture.

PACKET # 1
SUPPLEMENTARY
EXERCISES

To the **tutor:**

The purpose of these exercises is to review the vocabulary introduced and to examine student comprehension of material used thus far.

These exercises should provide oral and writing practice for students who have successfully completed the packet thus far.

PACKET #1
SUPPLEMENTARY
EXERCISE #1

ORAL PRACTICE:

1. Using the food pictures enclosed, create a meal for breakfast, lunch, and dinner. Name the foods in your meal.

2. Choose four of your favorite foods from the food pictures. Name each food.

3. What do you have for breakfast?
   What do you have for lunch?
   What do you have for supper?

PACKET # 1
SUPPLEMENTARY
EXERCISE # 2

Using the enclosed food pictures, ask students to find pictures of the same foods in magazines or newspapers that you bring to the student's home. Have your student:

FIND: a similar food.

NAME: the food.

GIVE: other examples of the way that particular foods can be cooked.

PACKET # 1
SUPPLEMENTARY
EXERCISE # 4

Using the foods available in your home, or in your student's home, do the following tasks:

NAME: the item.

GIVE: the meal at which it is eaten normally.

IDENTIFY: the item in the grocery ads from a newspaper.

PACKET #1
SUPPLEMENTARY
EXERCISE #5

Using the fruit and vegetable cards, tutor should direct students in completing the following tasks:

NAME each fruit and vegetable

ANSWER Which are the fruits? Which are vegetables?
Cuales son fruta? Cuales son vegetales?

NAME: the fruit
the vegetables

ANSWER Which is your favorite fruit?
Which is your favorite vegetable?

Cual es la fruta favorita?
Cual es el vegetale favorito?

measuring cup

soup bowl

can

skillet

coffee pot

bowl

cookie

pear

grapefruit

tomato juice

orange

orange juice

roast beef

muffin

liver

cherries

strawberry

macaroni

coffee

salad

broccoli

ice cream

potato

toast

sandwich

bread

lettuce

milk

egg

prunes